

**Kentucky Council on Postsecondary Education and
Kentucky Department of Education**

**Dual Credit Policy for Kentucky Public and Participating Postsecondary
Institutions and Secondary Schools**

I. Introduction and Purpose

Improving the educational attainment of Kentucky citizens is key to ensuring the state's long term success. The state commits significant resources across the educational spectrum to develop and implement strategies to address this critical issue. Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of our educational initiatives. Effective dual credit systems have impacts both at the secondary and postsecondary levels and provide the opportunity for collaboration.

According to recent reports from the Education Commission of the States, dual credit is an effective way to increase the percentage of students who participate in postsecondary education, especially among low-income and traditionally underserved populations. These studies also provide evidence that dual credit participation is associated with increases in college retention and completion rates and decreases the time and cost in completing a postsecondary credential. Perhaps the greatest advantage to dual credit is the number of seamless educational pathways made available to students.

To offer this seamless path of education and career training for students, the Council on Postsecondary Education (CPE) worked with the Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), the Kentucky Department of Education (KDE), and the Kentucky Higher Education Assistance Authority (KHEAA) to create this Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools. This policy reflects national standards and best practices for dual credit and aligns with regional accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The goal of this policy is to increase access to dual credit, provide guiding principles and evidence-based practices that support and maintain quality of both faculty and courses, ensure transferability of credit between postsecondary institutions, and support affordable coursework to all eligible Kentucky students.

Dual credit courses are college-level courses that simultaneously earn both secondary and transcribed college credit that count toward a postsecondary degree or credential. Dual credit courses do not include developmental education courses. Dual credit courses can vary in three dimensions – where they are taught, by whom they are taught, and when they are taught.

- Dual credit courses can be taught online or through other distance education methods or they can be taught face-to-face on either a college campus or at a secondary school or other mutually agreed upon and approved location.
- Dual credit courses shall be taught by qualified and credentialed teachers and faculty.
- Dual credit courses can be offered during or outside the secondary school day.

If a dual credit course is taught by a college-approved high school or area technology center teacher at the secondary school during the regular school day, it is called a concurrent enrollment course as defined by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Articulated credit is not considered dual credit because college-level credit is not awarded simultaneously with high school credit. Articulated credit is awarded at the postsecondary institution only when the following conditions are met: a) an articulation credit agreement is in place between a secondary and postsecondary institution; b) the student graduates from high school and is admitted to the participating postsecondary institution; c) the student informs the postsecondary institution that she/he was a part of an articulated credit agreement program with the secondary school; d) the student enrolls in and successfully completes coursework in the career or major pathway program outlined in the articulation credit agreement, and e) the postsecondary institution records the articulated credit on the postsecondary transcript.

More generally, articulated credit is credit that is reflected on the official record of a student at a postsecondary institution only upon enrollment at that institution after graduation from high school and upon successful completion of coursework in the career or major pathway at the receiving postsecondary institution. Articulated credit typically applies to career, trade, and technical education coursework. Other methods for awarding academic credit for prior learning may also be used by a postsecondary institution.

The purpose of dual credit courses is to provide curricular options for college and/or pathways leading to college credentials and/or industry certification and to enhance the opportunities for intellectual challenges and achievements. Providing such options increases the likelihood of earning a postsecondary credential by providing a seamless pathway from secondary to postsecondary education, while reducing student expense and time to credential attainment. The partnerships developed between secondary and postsecondary institutions in providing dual credit create opportunities to align curriculum and develop a college-going culture in all secondary schools throughout the Commonwealth.

II. Guiding Principles

The creation of this dual credit policy was guided by the following principles:

- A. This policy should seek to increase access to dual credit courses, promote quality and rigor in dual credit courses, ensure transferability of courses among postsecondary institutions, and safeguard that dual credit remains affordable to all eligible Kentucky students.
- B. A minimum of three general education courses and three career and technical education (CTE) in a career pathway should be available to all eligible students over the course of their secondary career.
- C. Dual credit courses should be a component of a set of accelerated learning opportunities and complement Advanced Placement courses, International Baccalaureate Programming, Early College programs, Middle College programs, Schools of Innovation, or Early Graduation programs.
- D. The costs of delivering dual credit courses should be shared by a combination of state, postsecondary institutions, secondary schools, state-funded scholarships, and students and families so that no one entity is solely responsible for such costs.
- E. To increase access to dual enrollment beyond current levels, additional funding is needed.
- F. Dual credit courses and the instructors of those courses will comply with all appropriate SACSCOC criteria, Kentucky Revised Statutes, requisite institutional policies and procedures, and other regulations governing the provision of college credit opportunities to secondary students.
- G. All participating postsecondary institutions are strongly encouraged to pursue accreditation of concurrent enrollment programs through the National Alliance for Concurrent Enrollment Partnerships (NACEP).
- H. Standardization of a course numbering system for KCTCS career and technical education courses should be established and maintained.
- I. The use of dual credit is strongly encouraged by CPE and KDE in order that students create a strong connection to colleges and universities and understand their ability to complete credential and degree programs. Both KDE and CPE strongly discourage the use of articulated credit.
- J. Preference is given to the use of a credit through prior learning model for those courses typically receiving articulated credit.
- K. Independent colleges and universities voluntarily meeting applicable provisions of these Dual Credit Policy Guidelines, as determined by the Council on Postsecondary Education, are encouraged to expand delivery of dual credit offerings.
- L. A participating postsecondary institution shall determine the dual credit courses offered by that institution.
- M. This policy supports creative and innovative solutions to overcome barriers to student access to dual credit.

III. Course Offerings

- A. Participating postsecondary institutions shall work together with schools and districts to provide at least three courses in general education and three career and technical education courses in a regionally appropriate career pathway to all eligible students graduating from high school.
- B. Dual credit courses must meet the same student learning outcomes as equivalent courses at the participating postsecondary institutions.
- C. The postsecondary institution's grading policy will apply to dual credit courses and be used by the secondary school awarding credit.
- D. College credit shall be awarded upon the student's completion of the dual credit course requirements and will become part of the student's official college transcript. The award of college credit will be in compliance with appropriate accreditation standards for the participating postsecondary institutions.
- E. High school credit shall be awarded at the end of the term by the secondary school upon successful completion of the course. The award of high school credit will be in compliance with state standards.
- F. If a secondary school provides access to only the minimal number of dual credit course options, the dual credit courses should be limited to general education courses outlined in the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and courses that lead to a single career pathway and program of study.

IV. Student Eligibility

To enroll and obtain college credit in a dual credit course, a student must:

- A. Be a student in a participating secondary school. Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the participating postsecondary institution. Postsecondary institutions, at their discretion, may also provide dual credit to eligible students in private secondary schools and home school settings.
- B. Meet the postsecondary institution's dual credit requirements for admission.
- C. Be admitted to the participating postsecondary institution as a dual credit student.
- D. Meet the postsecondary requirements for each program's placement into college credit-bearing courses or courses in programs of study that align to a career pathway.
- E. Complete the postsecondary institution's application for admission and a dual credit form.

V. Transferability of Credit

- A. All participating postsecondary institutions shall recognize dual credit general education courses pursuant to The General Education Transfer Policy and Implementation Guidelines and in accordance with accreditation requirements.

- B. All participating postsecondary institutions shall recognize credit awarded under this policy for career and/or technical dual credit coursework if the course has the same competencies and learning outcomes as that of a course offered at the receiving institution.
- C. All participating postsecondary institutions shall recognize credit awarded under this policy pursuant to the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and in accordance with accreditation requirements.
- D. Career and technical dual credit courses shall be transferrable to any participating community and technical college offering those courses and shall be accepted as meeting requirements for a certificate, diploma, or associate degree within the related program of study.

VI. Tuition and Fees

- A. Tuition and other fees for dual credit courses will be outlined in writing and provided to each student, parent and/or guardian, and secondary school by the postsecondary institution prior to enrollment in such courses.
- B. The Kentucky Higher Education Assistance Authority (KHEAA) shall provide student support for dual credit scholarships through funding provided by the General Assembly for the existing Mary Jo Young Scholarship or other newly created dual credit scholarship programs administered by KHEAA.

VII. Responsibilities of the Kentucky Council on Postsecondary Education

The Kentucky Council on Postsecondary Education will:

- A. Establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office, and AIKCU. The CPE president may appoint additional members to this council.
- B. Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials.
- C. Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students.

VIII. Responsibilities of the Dual Credit Advisory Council

The Dual Credit Advisory Council shall:

- A. Convene quarterly meetings of practitioners and policymakers to discuss best practices and changes in statutes and regulations.
- B. Coordinate and maintain a communication plan for dual credit in Kentucky.
- C. Create a plan that ensures participating institutional dual credit agreements satisfy the guiding principles and guidelines outlined in this policy.

- D. Monitor the minimum dual credit offerings of postsecondary institutions so that all eligible students have access to dual credit coursework.
- E. Create a plan identifying funding mechanism options for sharing the costs of delivering dual credit courses. These options should include all of the following cost-sharing partners: the state, postsecondary institutions, secondary schools, state-funded scholarships, and students and families.
- F. Work with the KDE and CPE to create data systems that allow monitoring and tracking of dual credit students.
- G. Create and monitor an accountability system with metrics related to student access, quality, affordability, and transferability of credit.
- H. Submit an annual report to CPE, KDE, and the General Assembly that includes:
 - a. An analysis of dual credit costs to state government, secondary schools, postsecondary institutions, and students/families.
 - b. Student participation and completion of dual credit courses by gender, race/ethnicity, low income, and other gap measures.
 - c. Credit hours attempted and completed.
 - d. Student participation rates by school district.
 - e. College-going rates of dual credit participants versus non-participants by school district.
 - f. Employment rates of career and technical education students versus non-participants by school district.
 - g. Postsecondary success measures comparing dual credit participants and non-participants.
 - h. Eligibility and access of students participating in dual enrollment programs across the Commonwealth.
- I. Monitor access to other accelerated learning opportunities, such as AP, IB, Early College, and Middle College.
- J. Provide recommendation to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures, and reporting responsibilities.

IX. Responsibilities of the Kentucky Department of Education

- A. Ensure that school districts provide student information through the KDE data system that supports monitoring and tracking of dual credit students.
- B. Create a school accountability model to provide feedback and a continuous improvement model for dual credit.
- C. Work with schools, districts, and KCTCS to ensure the standardization of the course numbering system for career and technical education courses.
- D. Work with postsecondary institutions to align career and technical education programs of study with career pathways and industry certifications.
- E. Ensure that information and advising related to dual credit is integrated into the Individual Learning Plan (ILP) process.
- F. Integrate dual credit into early college, middle college, and early graduation initiatives.

G. Monitor access to other accelerated learning opportunities, such as AP, IB, Early College, and Middle College.

X. Joint Responsibilities of the Council on Postsecondary Education and the Kentucky Department of Education.

In collaboration with participating secondary schools and participating postsecondary institutions, the CPE and KDE will:

- A. Establish dual credit goals, provide guidance on best practices, and provide guidance to students on degree and career pathway connections.
- B. Ensure all eligible students are provided the opportunity to access at least the minimum of accelerated or dual credit course offerings in general education and career and technical education programs of study.
- C. Provide professional development dual credit program models for faculty and staff at both the secondary and postsecondary level.
- D. Create communication materials for schools, students, and families.
- E. Establish a student and parent/guardian notification system to ensure understanding of the benefits and risks of participation in dual credit.
- F. Establish a notification system to ensure awareness of postsecondary institutional agreements with schools and districts.
- G. Oversee the standardization of student eligibility requirements for career and technical education pathways.
- H. Approve any change in the Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools.

XI. Responsibilities of Participating Postsecondary Institutions

If participating postsecondary institutions choose to offer dual credit courses, they should:

- A. Work with other participating postsecondary institutions to determine dual credit needs in area schools and create a plan for providing at least the minimum accelerated learning opportunities and dual credit for all eligible students in each school.
- B. A participating postsecondary institution shall determine the dual credit courses offered by that institution.
- C. Ensure that all institutional policies apply to dual credit courses (e.g., drop/add dates, student confidentiality, faculty/student relations, student identification for distance learning).
- D. Monitor all dual credit courses offered to ensure that they have the same academic quality and rigor and meet the same student learning outcomes as courses offered on campus.
- E. Promote dual credit opportunities to eligible secondary school students, parents, and secondary teachers and school administrators.
- F. Provide assistance with the college application process as it relates to dual credit courses.

- G. Provide information about dual credit courses to each interested secondary student.
- H. Provide each secondary student participating in dual credit information about the course he or she is enrolling in and the benefits and risks of enrolling in such courses.
- I. Register students in dual credit courses and maintain academic records, including grades and transcripts.
- J. Ensure that each teacher or faculty member teaching a dual credit course uses a course syllabus approved by the postsecondary institution.
- K. Conduct faculty evaluations for secondary teachers in a manner consistent with the public postsecondary institution's guidelines for evaluation of faculty and student evaluation of faculty.
- L. Establish a formal strategy, consistent with the goals of the participating postsecondary institution's enrollment management plan, to recruit and matriculate students participating in dual credit courses.
- M. Provide students and teachers of dual credit courses information about the transferability of credit for that course.
- N. Align courses to career programs of study and college degree and credential requirements.
- O. Create and communicate the process that will be used to implement dual credit courses at schools.
- P. Provide secondary dual credit teachers best practice information for content delivery and use of instructional support systems.
- Q. Provide each student participating in dual credit an advisor who is responsible for maintaining contact; informing the student of significant dates, such as add/drop dates, first day and last day of class dates; grading policies; and monitoring student progress.
- R. Provide detailed information to students in writing (i.e., a syllabus) consistent with the participating postsecondary institution policy. This information shall include the nature of the course and the expectations and requirements that correspond to its official catalog description. Course requirement information must include course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, information on adding and dropping courses, and other related course information.
- S. Monitor student access, success, and enrollment in dual credit coursework.
- T. Make sure admission requirements for dual credit students align with those for other students at the postsecondary institution.
- U. Transcript college credit upon completion of a dual credit course.
- V. Inform students and parents/guardians of tuition, fees, scholarships, and any fee waivers.
- W. Work to create capacity for more secondary teachers to be credentialed to teach dual credit courses which will help assure access and affordability of dual credit programming.
- X. Report data on dual credit courses to CPE for the monitoring of student access and progress to credential or degree.

XII. Secondary School Responsibilities

Secondary schools shall:

- A. Establish agreements with one or more postsecondary institutions to ensure that the minimum number of general education and career and technical courses are offered.
- B. Use the participating postsecondary institution's course prefixes, numbers, titles, and descriptions for all dual credit courses.
- C. Use a course syllabus approved by the postsecondary institution.
- D. Ensure that each dual credit teacher receives professional development relevant to each course taught.
- E. Provide program information and promote dual credit opportunities among eligible secondary students and their parents.
- F. Monitor student access to and success in dual credit coursework.
- G. Advise students of the transferability of credit for each dual credit course taken.
- H. Record student participation in dual credit courses in the KDE student information system.
- I. Use the faculty evaluation process for all dual credit teachers established by the postsecondary institution.
- J. Meet accrediting and state reporting guidelines by:
 - 1. Providing faculty credentials prior to the start of the term in which the course is offered according to the timeframe designated by the participating postsecondary institution.
 - 2. Providing completed online applications or delivering completed written applications to the postsecondary institution's registrar or designated dual credit representative according to the timeframe designated by the participating postsecondary institution.
 - 3. Submitting grades to the participating postsecondary institution's registrar or designated dual credit representative according to institutional guidelines.

XIII. Joint Responsibilities of Secondary and Postsecondary Institutions

The participating postsecondary institution and all secondary school partners shall:

- A. Ensure course alignment. When a postsecondary institution changes the learning outcomes for a course offered as dual credit, the institution will notify the secondary schools involved. The secondary school will ensure that all courses approved for dual credit will incorporate any and all changes that occur.
- B. Standardize the course numbering system for KCTCS career and technical education courses.
- C. Maintain collaborations between educational partners to create and sustain career pathways.
- D. Increase student access by promoting college and career readiness, providing degree and career pathway information, and providing dual credit information to all students and their families.

- E. Provide interested dual credit students and their families the opportunities to learn and ask questions about dual credit. Information provided should include coursework, career pathways, college and career program materials that are based on student Individual Learning Plans (ILP), and the implications for the students' future collegiate enrollment and financial aid. This information should promote matriculation to a participating postsecondary institution.
- F. Provide information sessions for the students, parents, and guardians of dually enrolled students to meet with dual credit secondary and postsecondary staff. This session should include information regarding Family Education Rights and Privacy Act (FERPA) regulations.
- G. Develop a process to determine student eligibility for financial assistance.
- H. Provide an orientation program for all new secondary and postsecondary faculty teaching dual credit coursework. The program should be available to school administrators, teachers, faculty, and secondary and postsecondary coordinators of dual credit.
- I. Monitor student access to and success in dual enrollment coursework.
- J. Support and provide advisors and/or mentors at both the secondary and postsecondary levels to each dual credit participant. Students should be encouraged to confer with these advisors as they have questions related to dual credit or academic planning.
- K. Make the secondary advisors responsible for students' course taking when schools have multiple educational partners offering dual credit.
- L. Promote dual credit on school and postsecondary websites.
- M. Ensure course rigor and the attainment of student learning outcomes.
- N. Report on student participation and outcomes.

XIV. Implementation of this Policy

With the exception of elements of this policy that require additional state funding, this policy shall become effective and will be implemented for dual credit courses beginning fall 2016.